Course Changes
April 4, 2013

MEMORANDUM

TO:     Dr. Karen Butler-Purry
        Associate Provost
        Director, Office of Graduate Studies

FROM:   George Cunningham
        Associate Dean for Academic Affairs

SUBJECT: GC Agenda Items

The College of Education and Human Development would like GC to review the attached course changes at the next meeting.
MEMORANDUM

DATE: April 1, 2013

TO: Dr. George Cunningham
    Associate Dean
    College of Education and Human Development

FROM: Dr. Richard Kreider
      Department Head and Professor
      Health and Kinesiology

RE: Course Changes for MSAT Program

The Master of Science in Athletic Training (MSAT) program was recently reviewed for accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE was concerned that with our previous course sequencing and student progressions, a student could fail to pass a content course but still be allowed to enroll in the clinical education course where they would need to apply the knowledge and skills to a patient population learned in the content course. Therefore, CAATE requires that students be disallowed from enrolling in a clinical education course, if the related content courses have not been passed with a grade of “C” or better. The attached courses include the proposed changes to the prerequisites that are required to meet the CAATE concerns.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 652 - Clinical Education II
3. Change requested
   a. Prerequisite(s): From: ___________ To: ___________
   b. Withdrawal (reason): __________________________________________________________________________
   c. Cross-list with: __________________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked: ___________
5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651, ATTR 660, ATTR 661 with grades of “C” or better.

7. a. As currently in course inventory:

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<tr>
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b. Change to:

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Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham
Chair, College Review Committee Date

Dean of College Date

Chair, GC or GCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/11
ATTR 652: Clinical Education II
Texas A&M University
Department of Health and Kinesiology

Instructor: Stephanie Kee, MS, ATC, LAT, PES
Office: Olympic Athletic Training Room
Phone: 979-458-3670
E-mail: skee@athletics.tamu.edu
Office Hrs: TBA
Classroom: 217 Heldenfels and Olympic Sports AT Room
Day/Time: Mon. 8:30 – 10:20AM

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 651, ATTR 660, ATTR 661 with grades of “C” or better. (3 credits)

Required Text and Reading:
AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies

Other Texts Utilized From Other Courses:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge of medical terminology commonly utilized in athletic training.
E. Student will learn skills and knowledge related to the performance of basic injury evaluations for the lower extremity.
F. Students will learn advanced techniques in taping and wrapping to a variety of joints to limit any or all motion.
G. Students will demonstrate their ability to apply and fabricate protective equipment and devices.
H. Students will demonstrate their ability to apply a variety of protective padding to different body parts.
I. Students will demonstrate their ability to fabricate foot orthotics based on the needs of the patient.
J. Students will demonstrate skills in anatomical palpation and identification.
K. Students will learn how to apply and record the use of various therapeutic modalities.
L. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. Initial instruction of the following athletic training proficiencies:
   A16 Protective Equipment
   *FB equipment manager instructs FB equipment proficiency
   A17 Padding
   • Hip pointer pad – Perrin: p. 83
   • A/C pad – Perrin: p. 92
   • Doughnut pad for foot blisters
   • Quad contusion pad – Perrin: p. 84
   • Medial longitudinal arch pad – Perrin: p. 42
   • Metatarsal arch pad – Perrin: p. 45
   • Heel pad – Perrin: p. 37 (pad) and 49 (tape technique)
   • Peroneal tendon “J” pad (1/2 horseshoe pad)
   B3 Electrotherapy (Mono-Direct)
   B4 Electrotherapy (Biphasic/Alternating)
   B5 Ultrasound
   B6 Therapeutic Massage
   B7 Therapeutic Traction
   B8 Intermittent Compression
   B12 Protective Devices (hard, soft casts)
   B13 Taping
   • McConnell taping for AC Joint Sprain - Perrin: p. 84
   • Elbow Hyperextension tape - Perrin: p. 98
• Knee Hyperextension taping - Perrin: p. 56
• Knee Collateral & Cruciate Lig. Taping - Perrin: p. 51
• Patella tendon taping (No reference)
• Patello-femoral (McConnell procedure) - Perrin, p. 59; Prentice, 228
• Achilles taping - Perrin: p. 32; Prentice: p. 225 (teach stretch and white tape procedures)
• Low-dye arch taping - Prentice: Fig. 8-24 p. 221

B23 Assessment of the Thorax and Abdomen
B24 Assessment of Thoracic and Lumbar Spine
B25 Assessment of Pelvis and Thigh
B26.A Assessment of the Knee
B26.B Assessment of the Patellofemoral Joint
B27 Assessment of the Foot and Toes
B28 Assessment of the Ankle and Lower Leg

b. Evaluation of the following athletic training proficiencies:
A15 Environmental Testing (ACI)
A16 Protective Equipment
   *FB equipment evaluated in class by FB equip. manager
A17 Padding (ACI)
   • Hip pointer pad – Perrin: p. 83
   • A/C pad – Perrin: p. 92
   • Doughnut pad for foot blisters
   • Quad confusion pad – Perrin: p. 84
   • Medial longitudinal arch pad – Perrin: p. 42
   • Metatarsal arch pad – Perrin: p. 45
   • Heel pad – Perrin: p. 37 (pad) and 49 (tape technique)
   • Peroneal tendon “J” pad (1/2 horseshoe pad)
A27 Environmental Illness (ACI)
B12 Protective Devices (hard, soft casts)
   * evaluated in class
B13 Taping (ACI)
   • McConnell taping for AC Joint Sprain - Perrin: p. 94
   • Elbow Hyperextension tape - Perrin: p. 110
   • Knee Hyperextension taping - Perrin: p. 64
   • Knee Collateral & Cruciate Lig. Taping - Perrin: p. 59
   • Patella tendon taping (No reference)
   • Patello-femoral (McConnell procedure) - Perrin, p. 68; Prentice, 227
   • Achilles taping - Perrin: p. 36; Prentice: p. 225 (teach stretch and white tape procedures)
FALL 2013

- Low-dye arch taping - Prentice: Fig. 8-24 p. 220
  C20  Flexibility (ACI)

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students’ file. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

   b. Reflection Journal Grading = 10/10

Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the
week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

1 pt. = Student used correct grammar, spelling and sentence structure

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an **Evaluation of Approved Clinical Instructor** at the end of the semester.

**For the Field Experience component of the course students are expected to:**

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete surgical observation at The Physicians Centre Hospital. This will be scheduled through the PD/CC and recorded on form in Atrack.

3. Complete ER rotation at The Physicians Centre Hospital. This will be scheduled through the PD/CC.

4. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

5. Dress appropriately for assignment.

6. Complete assigned duties as directed by designated clinical instructor.

7. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.

8. Meet with clinical instructor at the beginning of assignment for orientation.

9. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an **Evaluation of Student Clinical/Field Experience Performance**.

10. At the end of each assignment, complete an **Evaluation of Clinical Instructor**.

- Journals/Assignments/Quizzes = 15%
  - 14 reflection journal narratives (9/3/12 - 12/3/12)
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%

**TOTAL** = 100%

**Grading System:**
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:

Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

Attendance Policy: Attendance requirements will be as described in the Texas A&M University Student Rules handbook (http://student-rules.tamu.edu/rule07). TAMU views class attendance as an individual student's responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Absences will be authorized for reasons deemed sufficient by the instructor or by the university. When an absence is authorized, the instructor must either provide the student an opportunity to make up tests, assignments and other work missed or provide a satisfactory alternative to be completed within 30 days of the excused absence. The manner in which make-up work is administered remains the prerogative of the instructor. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of unauthorized absence. The student may appeal the instructor's decision that an absence is unauthorized.

Professional Conduct: Students are expected to conduct themselves professionally at all times and to adhere to the guidelines published in the Texas A&M University Student Rules Handbook. Professional conduct entails but is not limited to attending classes on time, showing respect for the instructor and fellow classmates, being prepared for class, dressing appropriately and turning completed assignments in on time.

Cell Phones (and other IM Devices) and IPods: Cell phones, IPods, and other IM devices should be turned OFF during class – not in silent/vibrate or other mode. Students must not answer incoming calls or text (or other mode of communication) during class. These are to be turned off and put away before entering the classroom. If you have a situation (family illness, etc.), and you need to be contacted, notify the instructor to acquire permission to keep the device on vibrate and then step out of the room before answering.

Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for
this class is to be individual work unless otherwise noted. “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 652: Clinical Education II**

**Tentative Course Schedule**

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
<th>READING</th>
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<tr>
<td>1 Mon.</td>
<td>Introduction to Clinical Education (Dr. Greenwood) A17 Padding</td>
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<td>MSAT Student Handbook</td>
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<td>AT-MAP</td>
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<tr>
<td>2 Mon.</td>
<td>A16 Protective Equipment (Proficiency graded for FB helmet/shoulder pads)</td>
<td>ACI Meeting Schedules Due</td>
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<tr>
<td>3 Mon.</td>
<td>B13 Elbow Hyperextension Taping B13 Shoulder McConnell and AC Taping</td>
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<td>Perrin</td>
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<td>B13 Knee Hyperextension Taping B13 Knee Collateral and Cruciate Taping</td>
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<td>4 Mon.</td>
<td>B13 Patello-Femoral Taping B13 Patella Tendon Taping</td>
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<td>Perrin</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Assignment/Modality</td>
<td>Instructor</td>
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<tr>
<td>5 Mon.</td>
<td>B12 Protective Devices (proficiency instructed and graded in class)</td>
<td>Quiz 1: Thorax and Abdomen</td>
<td>Perrin and Prentice</td>
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<td><strong>Guest Speaker: James Distefano, D.O. TAMU Team Physician</strong></td>
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<td>6 Mon.</td>
<td>B23 Assessment of the Thorax and Abdomen</td>
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<td>Starkey Ortho</td>
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<td>7 Mon.</td>
<td>B24 Assessment of Thoracic and Lumbar Spine</td>
<td>Quiz 2: Spine</td>
<td>Starkey Ortho</td>
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<td>8 Mon.</td>
<td>B5 Ultrasound Modality FYI: Diathermy</td>
<td>Quiz 3: Ultrasound</td>
<td>Starkey Mod</td>
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<td>9 Mon.</td>
<td>Orthotic Manufacturing</td>
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<td><strong>Guest clinician: Matt Zurcher CPO, LPO from Central Texas Orthotics &amp; Prosthetics (students will meet at CTOP)</strong></td>
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<td>10 Mon.</td>
<td>B25 Assessment of the Pelvis and Thigh</td>
<td>Quiz 4: Pelvis and Thigh</td>
<td>Starkey Ortho</td>
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<td>11 Mon.</td>
<td>B4 and B5 Electrotherapy</td>
<td>Quiz 5: Electrotherapy</td>
<td>Starkey Mod</td>
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<tr>
<td>12 Mon.</td>
<td>B26.A Assessment of the Knee</td>
<td>Quiz 6: Knee and PF</td>
<td>Starkey Ortho</td>
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<td>B26.B Assessment of the Patello-Femoral Joint</td>
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<tr>
<td>13 Mon.</td>
<td>B6 Therapeutic Massage (Guest clinician: Saul Luna, MS, ATC, LAT, LMT, CSCS – licensed massage therapist)</td>
<td>Quiz 7: Ther. Massage</td>
<td>Starkey Mod</td>
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<td>Modality FYI: Hivamat</td>
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<tr>
<td>14 Mon.</td>
<td>B7 Therapeutic Traction</td>
<td>NO QUIZ</td>
<td>Starkey Mod</td>
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<td>B8 Intermittent Compression</td>
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<td></td>
<td>Modality FYI: Laser</td>
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<td>15 Mon.</td>
<td>B27 Assessment of the Ankle and Lower Leg B28 Assessment of the Foot and Toes</td>
<td>Quiz 8: Leg, ankle, foot</td>
<td>Starkey Ortho</td>
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<td>Semester</td>
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<td>Proficiencies Due</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 653 - Clinical Education III

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652, ATTR 662, ATTR 663, ATTR 668, ATTR 669 with grades of “C” or better.

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Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham
Chair, College Review Committee Date

George Cunningham
Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu. Curricular Services – 02/11
ATTR 653: Clinical Education III  
Texas A&M University  
Department of Health and Kinesiology

Instructor: Andi Tate, MS, ATC, LAT  
Office: Olympic Athletic Training Room  
Phone: 979-845-6249  
E-mail: atate@athletics.tamu.edu  
Office Hrs: by appointment  
Classroom: Held 217 and Olympic Athletic Training Room  
Day/Time: W 8:30 – 10:20AM

Course Description:  
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 652, ATTR 662, ATTR 663, ATTR 668, ATTR 669 with grades of “C” or better. (3 credits)

Required Text and Reading:

AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies

Support Texts Utilized From Other Courses:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will learn advanced knowledge and skills in the assessment of orthopedic injuries to the upper extremity, head and cervical spine.
E. Students will learn appropriate procedures for documenting orthopedic injury assessments.
F. Students will demonstrate advanced knowledge and skills in the assessment of orthopedic injuries to the lower extremity and lumbar spine.
G. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. **Initial instruction of the following athletic training proficiencies by course instructor:**
   
   B17 Face Injury Assessment
   B18 Head Injury Assessment
   B19 Cervical Spine Injury Assessment
   B20 Shoulder Injury Assessment
   B21 Elbow Injury Assessment
   B22 Forearm, Wrist, Hand Injury Assessment

b. **Evaluation of the following athletic training proficiencies by ACI in the field:**

   B23 Assessment of the Thorax and Abdomen
   B24 Assessment of Thoracic and Lumbar Spine
   B25 Assessment of Pelvis and Thigh
   B26.A Assessment of the Knee
   B26.B Assessment of the Patellofemoral Joint
   B27 Assessment of the Foot and Toes
   B28 Assessment of the Ankle and Lower Leg

c. **Evaluation of the following athletic training proficiencies by course instructor:**

   B3.7 Iontophoresis
   B7.1 Mechanical Lumbar Traction
   B7.2 Mechanical Cervical Traction

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

**For the didactic component of the course students are expected to:**

1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. **Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students' file.** Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

   b. Reflection Journal Grading = 10/10

   Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

   6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

   2 pts. = Student utilized the space provided

   1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

   1 pt. = Student used correct grammar, spelling and sentence structure
8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.
9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

For the Field Experience component of the course students are expected to:
1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.
2. Complete surgical observation at The Physician Center Hospital (TPCH) with Dr. Bramhall if you did not do so in the fall. This will be scheduled through the PD/CC.
3. Complete an ER observation if you did not do so in the fall. The ER supervisor will verify that you completed the rotation by signing the Emergency Response Clinical Education Rotation Verification Form in your AT-MAP. Turn this verification form in to the MSAT Clinical Coordinator within one week of the rotation to receive credit.
4. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.
5. Dress appropriately for assignment.
6. Complete assigned duties as directed by designated clinical instructor.
7. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.
8. Meet with clinical instructor at the beginning of assignment for orientation.
9. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.
10. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Journals/Assignments/Quizzes = 15%
  o .14 reflection journal narratives (1/21/13-4/29/13)
  o 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%
- Completion of PDUs (required not grades) = 0%

TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero "0" for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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- Brief information regarding the purpose of the email should be included, and;
- The email should be closed with the student’s name and affiliation.
- The subject line on the email should include the course, assignment, and student name.
- The name of the attached file should be as follows unless otherwise specified: Course prefix and number (ATTR 5332), Name of assignment (Case Study Assignment #1), Jane Doe, 2.14.12

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Academic Integrity Statement and Policy: The handling of possible incidents of academic dishonesty will be as described in the Texas A&M University Student Rules handbook. Students are encouraged to review Section 20 at http://student-rules.tamu.edu/search/rule20.htm of the Texas A&M University Student Rules as well as http://aggiehonor.tamu.edu. Students who do not understand any part of Section 20 should consult the instructor of this course. All work to be completed for this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

Plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section concerning Scholastic Dishonesty.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Additional Notes: The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>PROFICIENCY TOPIC</th>
<th>Readings</th>
<th>Quiz/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Clinical Education</td>
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<tr>
<td>2</td>
<td>Range of Motion</td>
<td>Norkin and White (Goniometry)</td>
<td>Quiz (ROM)</td>
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<td>• ACI Meetings schedule due</td>
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<tr>
<td></td>
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<td></td>
<td>• Clinical hours schedule due</td>
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<tr>
<td>3</td>
<td>Manual Muscle Testing; Upper Quarter Screening</td>
<td>Hislop and Montgomery (MMT)</td>
<td>Quiz (MMT and UQS)</td>
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<td>4</td>
<td>LE Assessment Review for Spring Semester Evaluations by ACI</td>
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<td>5</td>
<td>B19 Cervical Spine</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (cervical)</td>
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<td>6</td>
<td>B17 Face Injury Evaluation</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (face)</td>
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<td>7</td>
<td>B18 Head and C-Spine Evaluation</td>
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<td>Quiz (head and neck)</td>
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<tr>
<td>8</td>
<td>B3.7 Iontophoresis Evaluation</td>
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<td>9</td>
<td>SPRING BREAK</td>
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<tr>
<td>10</td>
<td>B7.1 and B7.2 Mechanical Lumbar and Cervical Traction</td>
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<tr>
<td>11</td>
<td>B20 Shoulder</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (shoulder)</td>
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<tr>
<td>12</td>
<td>B7.1 and B7.2 Mechanical Lumbar and Cervical Traction</td>
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<td>13</td>
<td>B21 Elbow</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (elbow)</td>
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<tr>
<td>14</td>
<td>B22 Wrist/Hand Injury</td>
<td>Starkey (ortho); AT-MAP</td>
<td>Quiz (wrist, hand)</td>
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<td>Wrap-It-Up</td>
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Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate * Graduate * Professional  
* Submit original form and attachments *

Form Instructions
1. Request submitted by (Department or Program Name): Department of Health and Kinesiology
2. Course prefix, number and complete title of course: ATTR 654 - Clinical Education IV

3. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ___________________________

5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653 with grade of “C” or better.

7. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Richard Kreider  
Department Head or Program Chair (Type Name & Sign)  
Date  
George Cunningham  
Chair, College Review Committee  
Date  
George Cunningham  
Dean of College  
Date  

Chair, GC or UCC  
Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 02/11  

ATTR 654: Clinical Education IV
Texas A&M University
Department of Health and Kinesiology

Instructor: Tony Boucher, PhD, PT, ATC, LAT
Office: Held 213C
Phone: 979-845-4002
E-mail: tony_boucher@hlkn.tamu.edu
Office Hrs: TBA
Classroom: Blocker 313
Day/Time: MTWRF 11:45-1:00

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 653 with grade of "C" or better. (2 credits)

Required Reading:


Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate knowledge of growth and maturation related to anatomy, physiology and injuries.
E. Students will understand the age related differences in injuries and rehabilitation.
F. Students will demonstrate knowledge of the different needs and approaches to dealing with diverse populations such as pediatric, senior, female and special needs populations.
G. Students will demonstrate cross-cultural sensitivity and effective cross-cultural communication.
H. Students will understand the theories and techniques for intervention when dealing with the psychological and sociological effects of injury and rehabilitation on a patient population.
I. Students will demonstrate the ability to recognize and refer at-risk individuals and those with psychosocial disorders and/or mental health emergencies including eating disorders.
J. Students will demonstrate knowledge of the psychological and emotional responses to a catastrophic event, and the potential need for a
psychological intervention and a referral plan.

**Evaluation Procedures:** Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.

For students the Field Experience component of the course students are expected to:
1. Students are not assigned to an ACI and clinical experience during this course, however, a student assigned to an ACI in the spring with a sport rotation whose season extends into June, may elect to volunteer hours to continue to work with the team during post-season competition (e.g., softball, baseball, track and field, etc.). For those students, they should record their clinical experience hours on ATrack as they normally would during fall and spring. However, reflection journals are not required.

- Exam I = 30%
- Exam II = 30%
- Cultural Self-Assessment Exercises = 10%
- Psychology article review = 10%
- Psychosocial Intervention Assignment = 20%

**TOTAL = 100%**

**Cultural Self-Assessment Exercises**
The student will complete 5 Cultural Self-Assessment Exercises from the Lattanzi and Purnell book. Exercise 1-5 on pages 15-17.

**Injury Psychology Review Article**
Select a peer reviewed article on the psychology of injury and rehabilitation. In order to not duplicate, you need to email me the article name so I can make sure that no one else has that article (first come first serve). Prepare a written review of the article. Your review should include a discussion of the context of the article, the major points of emphasis, its application to athletic training practice and how you may be able to utilize the information in your therapeutic intervention. You need to send an electronic copy of your review and the article used to the course instructor for placement on Blackboard for access by other students.
Psychosocial Intervention Assignment
Students are required to plan an intervention for a mental health scenario taking into consideration psychosocial intervention theory, using current intervention techniques and providing appropriate and specific referral resources.

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
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**SUMMER 2013**

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.

**ATTR 654: Clinical Education IV**  
*Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>Reading/Assignments from Lattanzi and Purnell (Deadlines)</th>
</tr>
</thead>
</table>
| **Week 1** | **Course Introduction**  
NATA Ethnic Diversity Advisory Committee  
http://www.edacweb.org/  
Introduction to Cultural Competence | **Note:** Students are expected to complete reading assignments for the date listed. |
| | Cultural Competence and Awareness | Chps. 1 & 2  
Supplemental Reading:  
Geisler. Multiculturalism and AT Education  
Perrin. Promoting Diversity in AT: Editorial comments |
| | Cultural concepts; Steps to cultural study & compliance  
Purnell's Model for Cultural Competence | Chaps: 1 & 2  
Supplemental Reading:  
Maurer-Starks article  
**Self-Assessments Due** |
| | Cultural heritage; Communication; Roles of healthcare practitioners | Chap: 3, 4, 9 |
| **WEEK 2** | Introduction to Psychosocial Strategies and Referral | Prentice’s Principles of AT text, Chp. 11 |
| | Psychological Response to Injury and Rehabilitation | Supplemental Reading:  
Andrews, Chp. 1  
Psychological Consideration in Ortho Rehab  
Injury Psychology |
<table>
<thead>
<tr>
<th>Mental health disorders and resources</th>
<th>Review Article Due</th>
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<tbody>
<tr>
<td>Guest Lecture: Mary Ann Covey, PhD</td>
<td>Supplemental Reading:</td>
</tr>
<tr>
<td>Associate Director</td>
<td>NCAA. Managing Student-</td>
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<tr>
<td>TAMU Student Counseling Service</td>
<td>Athletes’ Mental Health</td>
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<td>Issues</td>
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<tr>
<td></td>
<td>Smith and Milliner. Injured</td>
</tr>
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<td>Athletes and The Risk of</td>
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<td></td>
<td>Suicide</td>
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</table>

| Psychological Response to Injury and Rehabilitation | |
| Psychosocial Strategies (cases) | Psycosocial Intervention Assignment Due |

**WEEK 3**

**EXAM 1**

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<tr>
<th>Pediatric &amp; adolescent patients/athletes</th>
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<td>NATA Position Statement.</td>
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<td>Pediatric Overuse Injuries</td>
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| Pediatric & adolescent patients/athletes | Chp: 19 |

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<th>Senior patients/athletes &amp; age-related conditions</th>
<th>Chp: 20</th>
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<tbody>
<tr>
<td></td>
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<td>Chen. Orthopedic Care of</td>
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<td>the Injured Athlete</td>
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| Senior patients/athletes & age-related conditions | Chp. 20: |

**WEEK 4**

<table>
<thead>
<tr>
<th>Female patients/athletes</th>
<th>Supplemental Reading:</th>
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<tbody>
<tr>
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<td>ACL Summary and</td>
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<td>Editorials</td>
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<tr>
<td></td>
<td>Nutrition for Injury prevention and tissue healing/rehabilitation</td>
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</table>
|                          | **Guest Lecturer:**  
|                          | Jon Tanguay, RD  
|                          | Dietician Texas A&M Athletics                                      |
| Female patients/athletes | Supplemental Reading: Platt: Disabled Athletes and Comorbid Conditions |
| Disabled patients/athletes |                                                        |
| Exam Review               |                                                        |

**WEEK 5**

<table>
<thead>
<tr>
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<th>Student Presentations and Proficiency Completion</th>
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<tr>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate ▪ Graduate ▪ Professional
▪ Submit original form and attachments ▪

**Form Instructions**

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 655 - Clinical Education V

3. Change requested
   a. Prerequisite(s): From: ________________________________ To: ________________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: ________________________________

5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 654.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 654, ATTR 664, ATTR 665, ATTR 671 with grades of “C” or better.

7. a. As currently in course inventory:

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<td>CLIN EDUC V</td>
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<th>Lab</th>
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</tr>
</thead>
</table>

   Approval recommended by: [Signature]

   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date [Signature]

   Department Head or Program Chair (Type Name & Sign) Date [Signature] (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date Effective Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 02/11
ATTR 655: Clinical Education V  
Texas A&M University  
Department of Health and Kinesiology  

Instructor: Matt Kee, DPT, ATC, LAT and  
            Danny Kniffin, MED, ATC, LAT  
Office: Bright Athletic Training Room  
Phone: 979-845-3409  
E-mail: mkee@athletics.tamu.edu  
       dkniffin@athletics.tamu.edu  
Office Hrs: by appointment only  
Classroom: Bright Athletic Training Room  
Day/Time: Wed. 10:00 – 11:50AM  

Course Description:  
Integration of clinical competencies with classroom instruction and a supervised field  
based experience in athletic training to link theory into practice. Prerequisite: ATTR  
654, ATTR 664, ATTR 665, ATTR 671 with grades of “C” or better. (3 credits)  

Required Text and Reading:  

Philadelphia: FA Davis; 2005.  

AT-MAP – Aggie Athletic Training Mastery and Assessment of Clinical Proficiencies  

Other Texts Utilized From Other Courses:  
ed.). Saunders Elsevier  

Hoppenfeld, S. (1976). *Physical examination of the spine and extremities*. Norwalk, CT;  
Appleton & Lange.  

Champaign, IL.  


Handbook* (2nd ed.). Philadelphia, PA; FA Davis.  

Course Objectives:

A. Students will demonstrate knowledge of blood borne pathogens and universal precautions.

B. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.

C. Students will learn and practice professionalism and ethical conduct.

D. Students will learn and practice affective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.

E. Students will learn the proper procedure for documenting therapeutic exercise programs.

F. Students will learn knowledge and skills related to rehabilitation and reconditioning of orthopedic injuries.

G. Students will demonstrate knowledge and skills related to the assessment of orthopedic injuries to the upper extremity and spine.

H. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.

a. Initial instruction of the following athletic training proficiencies:

- B29 Clinical examination & Diag Common Illness/Disease
- C2 Motivational Techniques
- C3 Isokinetics
- C6 Range of Motion (PROM, AAROM, AROM)
- C7 Joint Mobilization
- C8 Progressive Resistance Exercise (Iso/con/Ecc)
- C9 Aquatic Exercise
- C11.A Neuromuscular Control. Upper Body
- C11.B Neuromuscular Control. Lower Body
- C12 Rehabilitation Plan

b. Evaluation of the following athletic training proficiencies:

- B17 Face Injury Assessment
- B18 Head Injury Assessment
- B19 Cervical Spine Injury Assessment
- B20 Shoulder Injury Assessment
- B21 Elbow Injury Assessment
- B22 Forearm, wrist, hand Assessment
- B29 Clinical Examination & Diag Common Illness/Disease
- B3 Electrotherapy (Mono-Direct)
- B4 Electrotherapy (Biphasic/Alternating)
- B5 Ultrasound
- B6 Therapeutic Massage
Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:

1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students’ file. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

b. Reflection Journal Grading = 10/10

Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the
week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

1 pt. = Student used correct grammar, spelling and sentence structure

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an **Evaluation of Approved Clinical Instructor** at the end of the semester.

**For the Field Experience component of the course students are expected to:**

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.

2. Complete either a general medical rotation or a rehabilitation rotation that will be schedule through the PD or CC.

3. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.

4. Dress appropriately for assignment.

5. Complete assigned duties as directed by designated clinical instructor.

6. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.

7. Meet with clinical instructor at the beginning of assignment for orientation.

8. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an **Evaluation of Student Clinical/Field Experience Performance**.

9. At the end of each assignment, complete an **Evaluation of Clinical Instructor**.

- Journals/Assignments/Quizzes
  - 15 reflection journal narratives
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation
- Clinical Proficiencies

**Grading System:**

90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F
Course Policies:

**Dress Code:** All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity physical rehabilitation.

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this class is to be individual work unless otherwise noted. "An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, consult the latest issue of the *Texas A&M University Student Rules*, under the section concerning Scholastic Dishonesty.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Additional Notes:** The instructor reserves the right to modify this course syllabus at any time. Students will receive verbal notification of such modifications.
## ATTR 655: Clinical Education V
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Proficiency</th>
<th>Assignments</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Comprehensive Review Examination including BBP – meet in computer lab (Read Rm 150)</td>
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<td>Week 2</td>
<td>C7 Joint mobilization: Extremity</td>
<td>ACI Meeting Schedules Due</td>
<td>K&amp;C, AT-MAT, supplemental</td>
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<td>Week 3</td>
<td>C7 Joint mobilization: Spine</td>
<td>Quiz 1: Joint mobilization</td>
<td>Kisner, AT-MAT, supplemental</td>
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<td>Week 4</td>
<td>C2 Motivational Techniques C6 Range of Motion &amp; Flexibility</td>
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<td>K&amp;C and AT-MAP</td>
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<td>Week 5</td>
<td>C3 Isokinetics</td>
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<td>K&amp;C and AT-MAP</td>
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<td>Week 6</td>
<td>C8 Progressive Resistance Exercise</td>
<td>Quiz 2: Resistance Exercise</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 7</td>
<td>C11.A. PNF Upper Body</td>
<td>Quiz 3: PNF</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 8</td>
<td>C11.B. PNF Lower Body</td>
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<td>K&amp;C and AT-MAP</td>
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<td>Week 9</td>
<td>C9 Aquatics</td>
<td>Quiz 4: Aquatics</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 10</td>
<td>C11 Neuromuscular Control</td>
<td>Quiz 5: Neuromuscular Control</td>
<td>K&amp;C and AT-MAP</td>
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<td>Week 11</td>
<td>C12 Rehabilitation Plan: spine</td>
<td>Quiz 6: Rehabilitation Plan-spine</td>
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<td>Week 12</td>
<td>C12 Rehabilitation Plan: UE</td>
<td>Quiz 7: Rehabilitation Plan-UE</td>
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<td>Week 13</td>
<td>C12 Rehabilitation Plan: LE</td>
<td>Quiz 8: Rehabilitation Plan-LE</td>
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<td>Week 14</td>
<td>B29 Clinical exam &amp; Diag Common Illness/Disease Wrap-Up Course/Evaluations</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: ATTR 656 - Clinical Education VI

3. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): _____________________________________________________________
   c. Cross-list with: _________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655, ATTR 666, ATTR 667, ATTR 670 with grades of “C” or better.

7. a. As currently in course inventory:

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Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date: 04/03/13

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services - 02/11
ATTR 656: Clinical Education VI
Texas A&M University
Department of Health and Kinesiology

Instructor: Tony Boucher, PhD, MPT, ATC, LAT
Office: Heldenfels 213C
Phone: (979) 845-4002
Office Hrs. TR 1:00-2:00 pm or by appointment
Classroom: Heldenfels 217
Day/Time: TH 10:30AM -12:20 PM; Other times TBD
E-mail: tony_boucher@hlkn.tamu.edu
Class Notes: E-learning/handouts

Course Description:
Integration of clinical competencies with classroom instruction and a supervised field based experience in athletic training to link theory into practice. Prerequisite: ATTR 655, ATTR 666, ATTR 667, ATTR 670 with grades of "C" or better. (3 credits)

Required Text and Reading:
- Aggie Athletic Training Mastery and Assessment of Proficiencies (AT-MAP)
- Athletic Training Program Texts per Domain (texts used for previous courses)

Course Objectives:
A. Students will gain practical experience in the domains of athletic training under the supervision of a Certified Athletic Trainer or other medical/allied health professional.
B. Students will learn and practice professionalism and ethical conduct.
C. Students will learn and practice effective communication skills with a variety of populations utilizing ethnic and cultural sensitivity.
D. Students will demonstrate the ability to plan and instruct a variety of therapeutic exercises in order to rehabilitate and recondition a patient following an injury.
E. Students will continue to practice and will review all clinical proficiencies in class and during clinical experiences.
F. Students will be evaluated on clinical proficiencies that they have shown a weakness in based on past evaluations or that their ACI recommends for re-evaluation.
G. Students will practice and gain mastery of assigned clinical proficiencies during field experience assignments.
   a. Review of past proficiencies and skills
   b. Instruction of the following athletic training proficiencies:
      B11 Fitness Test
      C20 Flexibility
      C21 Strength Training and Spotting
      C22 Resistance Training
      C23 Plyometrics: Upper Body
c. Evaluation of the following athletic training proficiencies:
   C2    Motivational Techniques
   C3    Isokinetics*
   C6    Range of Motion
   C7    Joint Mobilization
   C8    Isometric and progressive resistance
   C9    Aquatic Exercise*
   C11A  Neuromuscular Control Upper
   C11B  Neuromuscular Control Lower
   C12   Rehabilitation Plan
   B11   Fitness Test
   C20   Flexibility
   C21   Strength Training and Spotting
   C22   Resistance Training
   C23   Plyometrics: Upper Body
   C24   Plyometrics: Lower Body

Evaluation Procedures: Grades awarded in this class will be calculated as a simple percentage of the total number of points possible. The specific point values for each of the various evaluative criteria appear below, as well as the grading scale to be applied to earned percentage values.

For the didactic component of the course students are expected to:
1. Attend and participate in class activities.
2. Dress appropriately for class activities (see dress code below).
3. Practice proficiencies inside and outside of class.
4. Complete all class assignments.
5. Take all written and practical examinations.
6. Complete assigned clinical proficiencies for the semester.
7. Maintain a clinical experience reflection journal.
   a. A reflection journal is an opportunity for students to critically review their week of clinical experiences and discuss what they learned through observation, hands on experience or through interactions with patients, peers, coaches and clinical instructors. A reflection journal is not a simple diary of events for the week. Instead, students are encouraged to reflect on their clinical choices and why they made those choices and if they would choose differently in the future. Students are allowed one (1) late journal submission without penalty. Further late journal submissions will result in a zero (0) score. Students are expected to fully use the space provided on the form for journaling and to use correct terminology, grammar and spelling. Students should first create their narrative in a Word document, edit it accordingly, paste it into the Comments field on ATrack and also attach the Word file to an email sent to the clinical education course instructor by 5 p.m. each Monday. Course instructors will grade reflection journals each week and return them to students via email. Students must save all
of their weekly reflection journals in the same Word file which will be submitted electronically to the CC at the end of each semester and placed in the students’ file. Students’ grade will not be deducted for personal opinions or for the clinical choices that were made. For AT students, the practicum course instructor will grade the journals and may return them with comments, corrections or further questions that will help students with their professional development.

b. Reflection Journal Grading = 10/10

Instructor Note: Students are not graded on what they choose to reflect upon during their clinical experience, only on the end result.

6 pts. = Student reflected on their clinical experience, choices that were made, and what they learned. Student did not give a list of duties for the week nor did they simply list what they observed. Student did not write about a topic that was unrelated to their clinical experience for the week unless they accumulated no clinical hours for that week.

2 pts. = Student utilized the space provided

1 pt. = Student utilized correct terminology, medical and professional (e.g., Athletic Trainer vs. Trainer, Athletic Training Room, vs. Training Room).

1 pt. = Student used correct grammar, spelling and sentence structure

8. Meet with your approved clinical instructor (ACI) at a scheduled time each week (minimum of 2 hours per week) to practice and have clinical proficiencies evaluated.

9. Complete an Evaluation of Approved Clinical Instructor at the end of the semester.

10. Complete the students Professional Development Units (PDU) by the end of the semester.

For the Field Experience component of the course students are expected to:

1. Complete a minimum of 15 and a maximum 20 hrs/week in field experience assignment as scheduled.
2. Complete either a general medical rotation or a rehabilitation rotation that will be schedule through the PD or CC.
3. Each day, students will sign in/out at their respective clinical site. Each week, students will submit their clinical experience hours on ATrack. The hours report and narrative covers a week beginning on Monday and ending on Sunday to be submitted by 5 p.m. each Monday.
4. Dress appropriately for assignment.
5. Complete assigned duties as directed by designated clinical instructor.
6. Adhere to MSAT Student Handbook and clinical experience site policies and procedures.
7. Meet with clinical instructor at the beginning of assignment for orientation.
8. At midterm and at the end of each assignment, meet with your clinical instructor for completion of an Evaluation of Student Clinical/Field Experience Performance.
9. At the end of each assignment, complete an Evaluation of Clinical Instructor.

- Journals/Assignments/Quizzes = 15%
  - 14 Clinical experience narratives (1/21-4/29/13)
  - 4 Practical Exams
  - 8 Quizzes
- Student Clinical/Field Experience Performance Evaluation = 25%
- Clinical Proficiencies = 60%
- Completion of PDU's (Non-graded requirement) = 0%
TOTAL = 100%

Grading System:
90% and above A; 80-89% B; 70-79% C; 60-69% D; Below 60% F

Course Policies:
Dress Code: All students must dress appropriately for lab sessions and examinations. Failure to dress appropriately for lab sessions will count as an absence from lab. Failure to dress appropriately for lab examinations will result in a zero “0” for that examination. Appropriate dress includes the following: exercise shorts (wearing tights underneath is acceptable), sport bras for women, men will need to remove shirts for torso and upper extremity injury evaluation.

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# ATTR 656: Clinical Education VI
## Tentative Course Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Practical Exams</th>
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<tr>
<td>1/17</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>Risk Management/Injury Prevention</td>
<td>ACI Schedules due</td>
</tr>
<tr>
<td>1/31</td>
<td>Quiz #1 Risk Management Risk Management/Injury Prevention</td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>Quiz #2 Acute Care Acute Care of Injury/Illness</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Quiz #3 Evaluation Assessment and Evaluation</td>
<td>*Practical #1 Risk Management and Acute Care</td>
</tr>
<tr>
<td>2/21</td>
<td>Quiz #4 Evaluation Assessment and Evaluation</td>
<td></td>
</tr>
<tr>
<td>2/28</td>
<td>Quiz#5 General Medical General Medical</td>
<td></td>
</tr>
<tr>
<td>3/7</td>
<td>Therapeutic Modalities</td>
<td>*Practical #2 Assessment and Evaluation of Ortho and GM</td>
</tr>
<tr>
<td>3/14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>Therapeutic Modalities</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>Quiz #6 Ther Modalities Therapeutic Exercise</td>
<td>*Practical #3 Therapeutic Modalities</td>
</tr>
<tr>
<td>4/4</td>
<td>Quiz#7 Ther Exercise Therapeutic Exercise</td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>Quiz#8 Ther Exercise C20 - S&amp;C Proficiencies</td>
<td>*Practical #4 Ther. Exercise</td>
</tr>
<tr>
<td>4/18</td>
<td>C20 - S&amp;C Proficiencies</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>Wrap up</td>
<td></td>
</tr>
<tr>
<td>5/3-5/8</td>
<td>Finals</td>
<td></td>
</tr>
</tbody>
</table>

* Practical exams may be scheduled outside of class time
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
- Submit original form and attachments -

Form Instructions
1. Request submitted by (Department or Program Name): Educational Psychology
2. Course prefix, number and complete title of course: CPSY 630: Foundations of Counseling

Attach a brief supporting statement for changes made to items 3 through 6 below.

3. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:


6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Foundations of School Counseling: Philosophical, psychological, and sociological concepts fundamental to counseling in schools.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY</td>
<td>630</td>
<td>FOUND OF COUNSELING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>HCE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>0</td>
<td>451150401</td>
<td>0920003632</td>
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</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY</td>
<td>630</td>
<td>FOUND OF SCHOOL COUNSEL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>131101004</td>
<td>092014-15003632</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Victor Wilson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham, Ph.D.
Chair, College Review Committee Date

George Cunningham, Ph.D.
Dean of College Date

Mark Zoran, Ph.D.
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8281 or sandra-williams@tamu.edu.
Curricular Services – 02/11
CPSY 630 Foundations of School Counseling: Summer 2013

Instructor: Constance J. Fournier, Ph.D.
Email: cfournier@tamu.edu* preferred
Telephone: 458-1864 fax 862-1256
Office: 701F Harrington Hall
Hours: Fridays and by appointment

Course Description: Philosophical, psychological, and sociological concepts fundamental to counseling in schools.

Prerequisite: Graduate classification and approval of department head

Goal: To provide the learner with knowledge and skills about school counseling that can be applied in the school setting.

Standards Covered in this course: See end of syllabus

Objectives:
The learner will have a working knowledge of the ethical standards of the profession and will be able to apply these to an analog case.
The learner will have a working knowledge of the legal standards related to the profession and will be able to apply these to an analog case.
The learner will have an understanding of the overall profession, including where key information can be obtained.
The learner will be able to communicate with a variety of audiences in both written and oral formats.
The learner will identify potential community resources that will assist in the school counselor role.
The learner will design and develop an entry plan for the new role as school counselor that includes community strategies for parents and faculty.

Handouts will be required in class—these are posted on WEB CT Vista or via neo accounts

Required Products:  
Class attendance, postings, and active participation in class activities 10%
Self-Reflection project (each piece is 10%) 20%
Intervention or assessment tool review 20%
Community resources project 20%
Entry Project 30%

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>
Class Attendance Requirements:

The learner is expected to attend synchronous class on time with the readings completed and to be prepared for active participation in class discussions. There is an expectation all postings and projects are completed and turned in by the times indicated on the syllabus. For information regarding attendance please see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Project Requirements:
There are 3 projects. All project elements are expected at the beginning of the due date class, and are to be typed in 12 point font with double spacing, following the APA format for references. Students must retain a second copy of each paper. If any paper does not meet expected competencies, the student is expected to rewrite the paper and to turn it in within two days in order to meet the competencies. There will be a 2-point penalty from the final grade for each rewrite (one rewrite per student will be exempted from this). There is an additional 2-point penalty from the final grade for each day the paper is late. All papers must be typed with 12 point typed, and double-spaced. All papers must include a cover sheet that has all of the following:
- Product description and element # (e.g., Self-reflective Analysis: Element 2)
- Name
- Date
- How does this paper contribute to your overall understanding of consultation? (one short paragraph)
- On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Office of Support Services for Students with Disabilities in Room B118 of Cain Hall, or call (979) 845-1637. Helpful information is located at [http://disability.tamu.edu](http://disability.tamu.edu)

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

The Aggie Honor is “An Aggie does not lie, cheat, or steal, or tolerate those who do.” For more information on the Aggie Honor Code and the Honor Council Rules and Procedures please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
Respect Statement

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

Overview of Course

CPSY 630 Foundations of School Counseling

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Chapter</th>
<th>Due</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of School Counseling</td>
<td>1</td>
<td>Post: Introduction</td>
<td>What it is; what it is not</td>
</tr>
<tr>
<td>2</td>
<td>History and models</td>
<td>2</td>
<td>Post: Model in your school</td>
<td>Assess models with pro/con</td>
</tr>
<tr>
<td>3</td>
<td>Ethics in School Counseling</td>
<td>5</td>
<td>Comparison of models</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Legal issues in School Counseling</td>
<td>5</td>
<td>Self-Reflection Part I response to ethical situation</td>
<td>What laws do you already follow</td>
</tr>
<tr>
<td>5</td>
<td>Comprehensive model</td>
<td>3</td>
<td></td>
<td>How to critically read articles</td>
</tr>
<tr>
<td>6</td>
<td>Accountability</td>
<td>4</td>
<td>Self-reflection Part II: Response to Legal issue</td>
<td>How can you build resilience</td>
</tr>
<tr>
<td>7</td>
<td>Assessment I</td>
<td>12</td>
<td></td>
<td>What would be helpful</td>
</tr>
<tr>
<td>8</td>
<td>Assessment II</td>
<td></td>
<td></td>
<td>What is used at your school</td>
</tr>
<tr>
<td>9</td>
<td>Leadership</td>
<td>7</td>
<td>Post: leadership in your school</td>
<td>What skills can be developed</td>
</tr>
<tr>
<td>10</td>
<td>Prevention I</td>
<td>8</td>
<td></td>
<td>What is most critical</td>
</tr>
<tr>
<td>11</td>
<td>Prevention to Intervention II</td>
<td>11</td>
<td>Review of intervention or tool</td>
<td>How do we create the bridges</td>
</tr>
<tr>
<td>12</td>
<td>Intervention I</td>
<td>9</td>
<td></td>
<td>Who will supervise</td>
</tr>
<tr>
<td>13</td>
<td>Intervention II</td>
<td></td>
<td></td>
<td>How do you select students</td>
</tr>
<tr>
<td>14</td>
<td>Coordination I</td>
<td>10</td>
<td>Review of intervention</td>
<td>Who do you use now</td>
</tr>
<tr>
<td>15</td>
<td>Coordination II</td>
<td></td>
<td></td>
<td>Who can you use</td>
</tr>
<tr>
<td></td>
<td>Advocacy</td>
<td>6</td>
<td>Community resources Project</td>
<td>What is your advocacy priority</td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>---</td>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Developing your new role I</td>
<td>13</td>
<td></td>
<td>What must you consider</td>
</tr>
<tr>
<td>18</td>
<td>Developing your new role II</td>
<td>14</td>
<td></td>
<td>What might be a timeline</td>
</tr>
<tr>
<td>19</td>
<td>Professional issues</td>
<td></td>
<td>Entry Project</td>
<td>What makes a professional</td>
</tr>
<tr>
<td>20</td>
<td>Evaluation</td>
<td></td>
<td></td>
<td>How do you evaluate your service</td>
</tr>
</tbody>
</table>

* Note: Some topics may overlap within the week

Note: All grades are calculated on whole numbers—they are NOT rounded up at all.

Description of projects:

Self-reflection: This will be done in two parts in response to a situation posed. The student is expected to use the book and any extra material needed to support their response. Work will be graded on a rubric.

Assessment review: The student will do a technical and practical evaluation of tools used by school counselors for any type of assessment. Work will be graded on a rubric.

Community Resources project: The student will develop a community resources guide that can be shared with parents, and can be updated as needed. Work will be graded on a rubric.

Entry project: The student will develop an entry portfolio in anticipation of the new role as a school counselor. This is intended to be a guide when the actual role is achieved. Work will be graded on a rubric.

CPSY 630: Self-Reflective Analysis Rubric
## CPSY 630 Rubric for Entry Project

<table>
<thead>
<tr>
<th>Element</th>
<th>Proficiency</th>
<th>Emerging Proficiency</th>
<th>Does not meet requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Sheet</td>
<td>All elements</td>
<td>X</td>
<td>Any element</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td>Emerging Proficiency</td>
<td>Does not meet requirements</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Cover Sheet complete</td>
<td>All elements present; self reflection is thoughtful and</td>
<td>X</td>
<td>Any element missing OR self-reflection is</td>
</tr>
</tbody>
</table>

CPSY 630 Rubric for Assessment or Counseling Tool Review
<table>
<thead>
<tr>
<th></th>
<th>complete</th>
<th>superficial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td><strong>Practical Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic information</td>
<td>ALL information provided</td>
<td>Any information missing</td>
</tr>
<tr>
<td>- name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- publisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Discussion of materials used</td>
<td>All elements present; discussion thoughtful and insightful</td>
<td>Any element missing and/or superficial discussion</td>
</tr>
<tr>
<td>- description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- durability analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- appeal to audience analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Discussion of test items OR Procedures</td>
<td>All elements present; discussion thoughtful and insightful</td>
<td>Any element missing and/or superficial discussion</td>
</tr>
<tr>
<td>- description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ease of administration or delivering</td>
<td>All elements present; discussion could be more thoughtful and insightful</td>
<td></td>
</tr>
<tr>
<td>- ease of scoring or evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- appropriateness of items or intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td><strong>Technical Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norms</td>
<td>All elements present; discussion thoughtful and insightful</td>
<td>Any element missing and/or superficial discussion</td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Validity</td>
<td>All elements present; discussion could be more thoughtful and insightful</td>
<td></td>
</tr>
<tr>
<td>OR research findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Journal Article</td>
<td>All elements present; discussion thoughtful and insightful, includes critical analysis</td>
<td>Any element missing and/or superficial discussion</td>
</tr>
<tr>
<td>- summarized in own words</td>
<td>All elements present; discussion could be more thoughtful and insightful</td>
<td></td>
</tr>
<tr>
<td>- reflective analysis of how article added to knowledge about assessment tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of APA style in references and citations</td>
<td>APA style correct</td>
<td>Minor error</td>
</tr>
<tr>
<td>Points</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Written communication</td>
<td>Writing meets all criteria</td>
<td>Writing has two or less minor errors</td>
</tr>
<tr>
<td>Writing is free of the following:</td>
<td></td>
<td>Writing has more than two errors or any of the following:</td>
</tr>
<tr>
<td>- spelling errors</td>
<td></td>
<td>- incomplete sentences</td>
</tr>
<tr>
<td>- grammatical errors</td>
<td></td>
<td>- run-on sentences</td>
</tr>
<tr>
<td>- incomplete sentences</td>
<td></td>
<td>- homonym</td>
</tr>
<tr>
<td>- run-on sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- homonym errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tense agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Presentation in Class—six slides total</strong>&lt;br&gt;Clear, concise, includes discussion of test or intervention use and population, norms, reliability, validity, OR research findings and an overall recommendation</td>
<td>Well presented, all components, well-articulated, within time limit</td>
<td>Could be more clear, concise, still within time limit</td>
</tr>
</tbody>
</table>

CPSY 630 Community Projects Rubric

<table>
<thead>
<tr>
<th>Required elements</th>
<th>Proficient</th>
<th>Emerging proficiency</th>
<th>Does not meet requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover sheet complete</td>
<td>All elements present; self-reflection is thoughtful and complete</td>
<td>X</td>
<td>Any element missing OR self-reflection is superficial</td>
</tr>
<tr>
<td>10 resources available&lt;br&gt;At least one for each category&lt;br&gt;_health&lt;br&gt;_mental health&lt;br&gt;_food&lt;br&gt;_shelter&lt;br&gt;_after school&lt;br&gt;_wild card</td>
<td>Every category represented with name, brief description and contact information present</td>
<td>Only nine resources; OR one key piece of information missing</td>
<td>Eight or fewer resources; or more than one key piece of information missing</td>
</tr>
<tr>
<td>Points</td>
<td>20</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td><strong>Presentation of information is useable and attractive to potential consumers</strong></td>
<td>Presentation meets all elements, easy to update, useful for consumer</td>
<td>Presentation could be more useful, or easier to update</td>
<td>Presentation crowded, not eye-pleasing OR not user-friendly</td>
</tr>
<tr>
<td>Points</td>
<td>15</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td><strong>Professionalism is seen through jargon free language and parent friendly point</strong></td>
<td>Clear, jargon free, appealing to parents; community</td>
<td>Some jargon or could be easier to understand, but generally useful</td>
<td>Jargon seen throughout, not clear to audience</td>
</tr>
<tr>
<td>of view</td>
<td>Points</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

1. the history of counseling;
2. counseling and consultation theories and practices;
3. career development theories and practices;
4. environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
5. legal and ethical standards, practices, and issues;
6. the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
7. counseling-related research techniques and practices.

(Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

1. demonstrate effective communication through oral, written, and nonverbal expression;
2. use knowledge of group dynamics and productive group interaction;
3. develop and implement strategies for effective internal and external communications;
4. facilitate parent/guardian involvement in their children's education;
5. work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1. use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
2. use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
3. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
4. applies research-based practice to improve the school guidance and counseling program; and
5. continues professional development to improve the school guidance and counseling program.